

# REGIONAL CHILD DEVELOPMENT CLINICS

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## PRIMARY LEVEL EVALUATION

Name of Child: [REDACTED]  
Date of Birth: 7-28-04  
Chronological Age: 2 years, 9 months  
CBIS #: [REDACTED]

Evaluator: Carl Myers, Ph.D.  
Psychologist  
Date of Evaluation: 5-14-07

Mother: [REDACTED]  
[REDACTED]  
[REDACTED]

### Reason for Referral:

[REDACTED] is a 33-month-old male referred for a primary level developmental evaluation by his mother. The primary referral concern was about [REDACTED]'s aggressive behavior with other children. He may grab another child around the neck or bite that child. He has been dismissed from two daycare settings because of the aggressive behaviors. This evaluation sought to provide a picture of [REDACTED]'s general developmental abilities and determine eligibility for First Steps services. [REDACTED]'s mother, [REDACTED], was present for the evaluation at the RCDC office. Elaine Donnelly is the Initial Service Coordinator.

### Medical/Social History:

The Initial Service Coordinator's social history indicated that [REDACTED] was born at 40 weeks gestation with a birth weight of 8 pounds, 4 ounces. An emergency Cesarean was conducted due to his "large head." However, no problems were reported with the neonatal period and he and his mother were released from the hospital after 2 days. Other than allergies controlled by over the counter medications, [REDACTED] has been healthy. No major accidents, illnesses, or surgeries were reported. No vision or hearing concerns were reported. [REDACTED] lives with his mother and grandmother. Ms. [REDACTED] reported that she split up with [REDACTED]'s father approximately 7 months ago. The relationship was reported to have been a "violent" one. Ms. [REDACTED] currently works at [REDACTED] six days a week. [REDACTED] has been attending [REDACTED] daycare now for approximately 3 weeks. He was asked to leave two previous daycares.

### Assessment Methods:

Parent interview  
Bayley Scales of Infant Development - III  
Vineland Adaptive Behavior Scale -II  
Achenbach Child Behavior Checklist  
Observation



United Way  
of Southern Kentucky

### Developmental Evaluation Results:

This report will describe ██████████'s cognitive, adaptive behavior, communication, physical, and social/emotional skills separately, even though such developmental skills are closely inter-related in young children. ██████████ was reported to be in good health on the day of the evaluation, other than a slightly runny nose due to allergies. ██████████ was friendly and social with me right from the beginning. During the evaluation, he frequently got up from his chair and said he wanted other toys or went to play on some stair steps in the room. However, he usually followed my instructions and redirections. ██████████ was cooperative enough that standardized testing procedures were followed as intended. Ms. ██████████ indicated that ██████████'s responses and behaviors during the evaluation were better than his typical behaviors and performance in the home setting.

As per First Steps requirements, test scores will be reported using standard scores and the number of standard deviations each score is from the mean (average). For the tests described in this report, an average standard score is 100 and the average range is between 85 and 115. Scores greater than 2.0 standard deviations below the mean in one area or scores greater than 1.5 standard deviations below the mean in at least two areas are considered significant delays and qualify a child for First Steps services.

### **Cognitive:**

An assessment of cognitive skills at such a young age level examines such factors as a child's ability to show basic problem-solving, follow instructions, show an understanding of some pre-academic concepts, and appropriately manipulate a variety of toys. The Cognitive scale of the *Bayley Scales of Infant Development - III* was administered to obtain an estimate of his cognitive abilities at this point in time. ██████████ did fairly well with the age-level tasks given to him. He was given credit for tasks such as putting together a two-piece puzzle, matching pictures, quickly completing a formboard with circles and squares, imitating a two-step action, and matching objects by size. Items he missed (that might be expected for his age) included matching colors, understanding the concept of "one," sorting or grouping objects by color, and showing an understanding of the concept of "heavy."

Overall, ██████████ received a standard score of 95. His standard score is 0.3 standard deviations below the mean but is in the average range, indicating fairly age-appropriate cognitive skills.

### **Adaptive Behavior:**

Adaptive behavior refers to a child's personal and social independence in everyday skills that would be expected for his age. ██████████'s mother was interviewed using the *Vineland Adaptive Behavior Scales-II* to obtain information on his adaptive behavior skills. The *Vineland* assesses adaptive behavior through four domains: communication, daily living, socialization, and motor skills. In the daily living or self-help area, ██████████ eats a variety of foods using a spoon and a fork and he can drink from a cup. It was reported that ██████████ does little for himself with dressing and undressing but he can pull up pants with an elastic waistband if his mother inserts his feet into the leg holes of the pants first. He is careful around hot objects and knows the function of a telephone. Specific skills in the communication, socialization, and motor areas will be described in other sections of this report. ██████████ received an overall adaptive behavior standard score of 82. Such a score is 1.2 standard deviations below the mean and indicates his adaptive behavior skills to be just below the average range, but not significantly delayed.

### Communication:

Expressively, [REDACTED] is able to communicate his wants and needs using multiple word sentences. He could name objects and pictures, use pronouns, name action words (sometimes using "ing" to describe an action), and could ask a variety of questions. Receptively, [REDACTED] could follow a variety of single step instructions and a few two-step instructions. He could identify objects and actions in pictures.

The Language domain of the *Bayley Scales of Infant Development - III* was administered to obtain a standard score on his communication skills. His scaled scores for his receptive communication (what he understands) and his expressive communication (what he says) were in the low average range. First Steps requires an overall communication score (receptive and expressive combined) to be used for eligibility purposes. [REDACTED] received an overall Language standard score of 91. His overall score is 0.6 standard deviations below the mean but is in the average range.

### Physical:

[REDACTED]'s large and fine motor skills were assessed with the Motor scale of the *Bayley Scales of Infant Development - III*. With fine motor skills, [REDACTED] was able to copy horizontal and vertical lines with a crayon, make snips in paper with a scissors, string blocks, put together Legos, and stack 10 blocks. In the area of large motor skills, [REDACTED] can walk and run, walk up stairs unassisted alternating feet on each step, jump with both feet together, and stand on one foot. His scaled score for both fine and large motor abilities were in the middle of the average range. First Steps requires an overall motor score (fine and large combined) to be used for eligibility purposes. Overall, on the Motor scale of the *Bayley Scales of Infant Development - III*, [REDACTED] received a standard score of 100, which is 0.0 standard deviation from the mean. Such a score is in the middle of the average range and indicates age appropriate motor skills.

### Social/Emotional:

[REDACTED] seemed happy and was fairly cooperative during the evaluation. He did engage in a few behaviors that were oppositional (e.g., knocked blocks off the table when he said he did not want to play with them), destructive (e.g., threw toys in the waiting room), and inappropriate (e.g., said "shit" and "shut up bitch" multiple times). As previously noted, aggressive behavior and the inappropriate language were noted to be frequent problems in daycare settings. Such behaviors are also directed toward his mother at home. Ms. [REDACTED] expressed concerns that [REDACTED] won't listen to her. However, she described him as "sweet and loving" and noted that he is "a good kid when he wants to be." [REDACTED]'s social/emotional behaviors were formally assessed by having Ms. [REDACTED] complete the Social-Emotional Scale that is part of the *Bayley Scales of Infant Development - III*. [REDACTED] received an overall standard score of 80, which is 1.3 standard deviations below the mean and just below the average range.

To further assess the behaviors of concern, Ms. [REDACTED] also completed the *Achenbach Child Behavior Checklist (CBCL)*. The CBCL lists 100 different behaviors and the parent is to indicate the applicability of each behavior (i.e., not true, sometimes true, often true) to the child. Unlike other test results where low scores indicate delays, high scores are considered problematic on the CBCL. The scales receiving significantly high scores on the CBCL were the Aggressive Behavior and Oppositional Defiant Problems scales.

### Summary:

[REDACTED] is a 33-month-old child who is displaying average to slightly below average skills in all five of the developmental areas assessed. While he shows some

delays in the adaptive behavior and social-emotional areas, the delays are not at a significant level according to First Steps criteria. Thus, he does not qualify for First Steps services.

The results of this evaluation were discussed with ██████'s mother. Also discussed were behavioral strategies to consistently respond to inappropriate behaviors (e.g., physically following through with directions given to him; timeout). Lynn Clark's book, *SOS: Help for Parents*, was given to Ms. ██████ as a resource. Ms. ██████ asked about Life Skills as a possible place to receive assistance with behavioral management. She was encouraged to contact the agency for any possible assistance they might provide.

*Carl Myers*

Carl Myers, Ph.D.  
Licensed Psychologist  
(RCDC Provider #156)

Eligible:    ☐ yes   ☒ no

*Current Developmental Status*

Developmental Domain	Rating
Cognitive	0
Adaptive	1
Motor	0
Communication	0
Social/Emotional	1

*The Current Developmental Status table is required by First Steps. The child is rated in each area on a four point scale ranging from 0 (no delays or needs) to 3 (many needs or significant delays).*